**5-Step Lesson Plan Template**

There are five steps to each lesson in the language classroom. Those steps are the following:

1. **Setting the stage**

In what way will you activate students’ prior knowledge and experience to help them relate to today's lesson? This should be a brief fun activity that motivates students and accesses earlier learning. Communicating the learning objective to students is also an important part of this step.

1. **Target language input**

Using the target language, the teacher models the new material. Target language instruction can be accomplished from day one through the use of TPR, realia, pictures/media, cognates, etc.

1. **Guided practice**

The students practice a new function using teacher-prepared materials. These activities should increase in difficulty and should be directly related to the learning objective of the lesson.

1. **Independent practice**

The students generate communicative language in realistic situations -this is only after students have demonstrated proficiency through guided practice.

1. **Evaluation and closure**

The students show evidence of what they have learned. In a language class, if the goal is communication, assessment should often be performance-based and directly related to learning objectives. Consider the use of multi-modal assessments and student self-assessments as well.

**5-Step Communicative Lesson Plan**

(adapted from <http://lmp.ucla.edu>)

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| Date: | July 2013 | | Level: Italian 1-2 | | | | |  | |
| Text: | n/a | pp. n/a | |  | Unit Title: Piacere! | | | |  |
| **A. Learning Objective: I can greet someone and say goodbye.** | | | | | |  | | | |
| Materials Needed: Classroom w students | | | | | |  | | | |
| **B. Steps/Plan** | | | | | | | | | |
| **Teacher will:** | | | | | | | **Students will:** | | |
| **Setting the Stage:** (Anticipatory set, how will you motivate, connect to prior knowledge, etc.?)  Welcome students at the door, have the classroom decorated with all types of Italian memorabilia (this is students’ first time entering the classroom). Music playing as well. | | | | | | | Come in, find a seat, observe the room and listen to the music. **Minutes: 3** | | |
| **Comprehensible Input:** (use input strategies to model new material in the target language)  Walk around the room and start shaking students hands, introducing myself, saying my name, asking theirs. Asking how they are, etc. | | | | | | | Listen, respond when prompted. **Minutes: 7** | | |
| **Guided Practice:** (students practice new function with teacher-prepared materials)  Have students to line up in two lines, I start by modeling a one word phrase down the line, then they we all do this together. After this we move on to two or three words or a simple sentence. We repeat several times as I work through a whole “greeting” conversation. | | | | | | | Practice one-word convos all the way through short conversations in partners. **Minutes: 15** | | |
| **Independent Practice:** (students generate communicative language in realistic situations)  I gradually move out of the scenario and students work through the mini conversations together. I have them rotate every few minutes, once I hear that they have finished the conversation. | | | | | | | Hold conversation with 3-4 partners **Minutes: 15** | | |
| **Evaluation/Assessment/Closure:** (students show evidence of what they have learned; was your objective met?)  Ask for volunteer partners to share out, have the class help correct any pieces of the conversation that are incorrect. | | | | | | | Dialogue in target language **Minutes: 10** | | |

**Check all boxes that apply:**

**CA Content Standards**

✓Content ✓Communication Cultures Structures Settings

✓

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✓

✓Stage I Stage II Stage III Stage IV

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**National Content Standards**

✓ Communication Cultures Connections Comparisons Communities

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**Common Core State Standards**

Reading Writing ✓Speaking & Listening Language

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**21st Century Skills**

**Interdisciplinary Themes**

Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy

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Health Literacy Environmental Literacy Global Awareness

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**Modes of Communication**

✓Interpersonal Interpretive Presentational

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**Skills**

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| *Learning and Innovation Skills* | *Information, Media and Technology Skills* | *Life and Career Skills* |
| Creativity and innovation  [Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Text Box Tools tab to change the formatting of the pull quote text box.] | Information literacy | Flexibility and adaptability  [Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Text Box Tools tab to change the formatting of the pull quote text box.] |
| Critical thinking and problem  [Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Text Box Tools tab to change the formatting of the pull quote text box.]  solving | Media literacy  [Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Text Box Tools tab to change the formatting of the pull quote text box.] | Initiative and self-direction |
| ✓Communication and  [Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Text Box Tools tab to change the formatting of the pull quote text box.]  collaboration | Information, communications and  technology (ICT) literacy | Social and cross-cultural skills  [Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Text Box Tools tab to change the formatting of the pull quote text box.] |
|  |  | Productivity and accountability |
|  |  | Leadership and responsibility |